

7TH GRADE

South Dakota Writing Formative Alternative Assessment



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South Dakota Writing Alternate Formative Assessment

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The South Dakota Writing Alternate Formative Assessment for Students with Significant Cognitive Disabilities is the result of the contributions of special educators from across the state. Many hours of collaboration were devoted to ensure the assessment would be appropriate for students of all ability levels. The South Dakota Department of Education wishes to express appreciation and gratitude to the individuals and the organizations they represent who contributed expertise and time to develop this assessment.

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South Dakota Writing Alternate Formative Assessment

Overview

The Writing Alternate Formative Assessment was developed to instruct on the grade level extended content in grades 5, 7, and 10 and measure growth over time on the 6 Writing Traits (Ideas, Organization, Conventions, Sentence Fluency, Word Choice, and Voice). The formative assessment was not designed to be used as a one time assessment score, but to inform teaching throughout the year. The assessment will provide the teacher with student progress, as well as provide a guideline of what skills are mastered from skills within the acquisition phase of learning.

The assessment includes two instructional plans to guide instruction through the academic school year. The instructional plans are designed as an example of how to teach to the 6 writing traits. The lesson plans are not comprehensive of all lessons to be taught throughout the academic school year, rather a model for teachers to use to develop their own lesson plans for generalization of writing topics.

Lesson plan one and two will focus on introducing the writing process and build on the six writing traits. After the instructional lesson has been taught, the assessment will be administered and scored using the grade level rubric. The assessment package includes an assessment format/script. The same assessment will be given after instruction from lesson plan one and lesson plan two, in the same format, to provide a clear example of what the student has mastered from submission 1 to submission to 2. The assessment scoring rubric will provide the teacher with a method to score the writing sample on each of the 6 writing traits. Teachers should administer the assessment to each student individually, and use data to make instructional decisions regarding progress towards mastery of each of the 6 writing traits.

The testing window is from September 1 to April 30 with a requirement of two assessments to be administered during the testing window.

Student Response Format

Student responses may vary greatly within this population of students with significant cognitive disabilities. It is important to find the appropriate level of support your student will need to complete the writing tasks as independently as possible. This level of support will be the same during teaching activities and writing lessons and for the administration of the Writing Alternate Formative Assessment. Teachers can use this level of support for the student during the assessment. The level of support used for students to “show what they know” during the assessment, should be the same level of support required during the teaching phase of each skill.

These are the levels of communication that some students may be at. You will need to make note of the student's level on the Scoring Rubric. Writing is the process of putting ideas together to create a product. This product may look different for each student. These levels are provided to give a description of the different response modes a student may use for writing instruction and assessment.

- A. Student independently writes in words
- B. Student gives answer orally to teacher, asks for spelling assistance to write.
- C. Student gives answer orally to teacher to write.
- D. Student chooses answer from oral options provided by teacher.
- E. Student uses a pre-made word bank to find answer.
- F. Student chooses from a bank of picture options.
- G. Student chooses from 2-4 options (words, pictures, objects).
- H. Student uses assistive technology to indicate response.
- I. Student uses response mode (e.g., eye gaze, pointing) to respond to yes/no question about answer.

South Dakota Writing Alternate Formative Assessment

Testing Session 1:

1. Use Instructional Plan 1 (or adapted plan designed by teacher) to instruct at least once prior to administering the assessment.
 - **Lesson Plan 1** introduces the writing process and some of the six writing traits.
 - The lesson can be followed exactly as written or adapted to the student or class needs as long as the focus areas addressed in the Instruction Plan are included in the adapted plan.
 - Additional lessons can be taught during the testing session using the suggested topics or topics relevant to the student as long as the focus areas match those addressed in the Instructional Plan.
2. Administer the Writing Alternate Formative Assessment
3. Score the student responses/products using the Scoring Rubric
 - Submit scores on the web at: <http://tinyurl.com/sd-writing-alt>

Testing Session 2:

1. Use Instructional Plan 2 (or adapted plan designed by teacher) to instruct at least once prior to administering the assessment.
 - **Lesson Plan 2** provides maintenance of the initial writing traits taught in lesson 1 and introduces the remaining writing traits.
 - The lesson can be followed exactly as written or adapted to the student or class needs as long as the focus areas addressed in the Instruction Plan are included in the adapted plan.
 - Additional lessons can be taught during the testing session using the suggested topics or topics relevant to the student as long as the focus areas match those addressed in the Instructional Plan
2. Administer the Writing Alternate Formative Assessment
 - This is the same assessment administered in Testing Session 1
3. Score the student responses/products using the Scoring Rubric
 - Submit scores on the web at: <http://tinyurl.com/sd-writing-alt>

South Dakota Writing Alternate Formative Assessment

Assessment Materials

All materials for the Writing Alternate Formative Assessment can be found on the South Dakota Department of Education website at: <http://doe.sd.gov/oats/AltAssessment.asp>

Materials include:

1. Training Materials
 - a. Live Meeting recorded training session
 - b. PowerPoint on Administration of Writing Alternate
 - c. Narrated PowerPoint on teaching the 6 Writing Traits to students with significant cognitive disabilities.
2. Grade 5
 - a. Instructional Lesson Plan 1
 - b. Instructional Lesson Plan 2
 - c. Writing Alternate Formative Assessment
 - d. Scoring Rubric
 - e. Who, What, When, Where, How, Why Map
3. Grade 7
 - a. Instructional Lesson Plan 1
 - b. Instructional Lesson Plan 2
 - c. Writing Alternate Formative Assessment
 - d. Scoring Rubric
 - e. Proofreading Checklist
4. Grade 10
 - a. Instructional Lesson Plan 1
 - b. Instructional Lesson Plan 2
 - c. Writing Alternate Formative Assessment
 - e. Scoring Rubric
 - f. Graphic Organizers
 - g. Task Analysis for Writing

For further information or questions concerning the Writing Alternate Formative Assessment, contact Linda Turner in Special Education Programs at linda.turner@state.sd.us 605-773-6119.

7th grade - Writing Alternate Formative Assessment – Lesson Plan 1

Title: Writing about your school (Ideas, Conventions and Organization)

Grade Level: 7th grade

Time: 2 to 5 days

Materials:

- Who, What, When, Where Map
- Proof Reading Checklist

Extended Content Standards:

7A.W. 1.1 Students can compose expository and persuasive text

7 A.W. 1.2 Students can determine word choice in writing

7A.W. 1.3 Students can choose language and style for writing

7 A.W. 1.4 Students can summarize information from one reference to compose text

7 A.W. 2.2 Students can compose a sentence using at least on adjective

Attention Getter:

Have a picture of your school. Ask your students what they find exciting about being in school, what is their favorite part?

Discussion:

*An expository paragraph gives the reader information. It tells what, when, where and how. An expository paragraph can also teach us new information. Today we are going to focus on our ideas and organization our writing. Ideas are the main theme of our paragraph. Ideas are strong when the paragraph is clear and easy to understand. A paragraph is well-organized when it has a beginning, middle, and end.

Model :

*use graphic organizer to develop the paragraph

*embed opportunity to model 6 writing traits

* 3 levels of symbol use

Step 1 – Today I am going to use my paragraph builder to brainstorm ideas and organize my thoughts. I need to identify my main idea (i.e. school).

Step 2 – With direct teacher assistance fill in the graphic organizer with details on what, who, where, why, and how

- Students can write their answers
- Students can choose answer from word bank or choice of 2 pictures
- Student can use assistive technology oreye gaze to selected picture/word

Step 3 – After the graphic organizer is complete, ask the class to write their topic sentences. Continue to create details about each section of the organizer to create sentences.

- Students can write sentences

#####• Students can use a pre-constructed paragraph and complete with a word bank or picture choices.

#####• Students can use assistive technology or eye gaze to select appropriate choice.

7th grade - Writing Alternate Formative Assessment – Lesson Plan 1

Step 4 – Once sentences are complete have the students sequence the paragraph. Teacher says, “I think that we need to put our topic sentence first. The topic sentence tells us what the paragraph is about.” Continue on with each of the details. Students will need to decide on an ending sentence.

- Students are able to sequence sentences independently
- Students need verbal prompts for sequencing
- Students cut sentences into strips top strips to sequence them.
- Students use picture symbols that show the description of their sentences and put them in order.
- Students choose from 2 examples what the next sentence should be.
- Students choose from 2 examples using eye gaze.
- Students can choose order of sentence choices.
- Students can use assistive technology or eye gaze to correct choice of sentence.

Step 5 – Students share paragraph with teacher or peer.

Step 6 – With your example paragraph discuss with the class what punctuation you would use and why. Continue by having the students make sure their sentences have a punctuation after each idea.

- Students can add punctuation as needed independently.
- Students can add punctuation with assistance (can verbally say what they would like to write but need assistance writing)
- Students choose between two choices (pre-made sentences) and fill in the blanks on a pre-constructed paragraph.
- Students choose between two pictures and fill in the blanks on a pre-constructed paragraph.
- Students choose a choice by eye gaze and fill in the blanks on a pre-constructed paragraph.

V\ u- @

Step 7– With your example paragraph, discuss and model proper capitalization and sentence development. Next, the students review their writings and make necessary capitalization changes.

- Students can add capitalization as needed independently.
- Students can add capitalization with assistance (can verbally say what they would like to write but need assistance writing)
- Students choose between two choices (pre-made sentences) and fill in the blank on a pre. constructed paragraph.
- Students choose between two pictures and fill in the blanks on a pre-constructed paragraph.
- Students choose a choice by eye gaze and fill in the blanks on a pre-constructed paragraph. (If the student is working with a pre-constructed paragraph the student must be given 3 opportunities to choose the appropriate capitalization.)

Step 8 – With your paragraph discuss and model proper spelling. Continue by having the students review their writings and making necessary spelling changes. You can talk about common misspellings in their paragraph. If students have writing journals or dictionaries, they can reference those to help fix errors.

- Students can change spelling as needed independently.
- Students can change spelling with verbal prompts
- Students choose between two choices and fill in the blank on a pre-constructed paragraph.
- Students can match correctly spelled words through flashcards.
- Students choose a choice by eye gaze and fill in the blanks on a pre-constructed paragraph. (If the student is working with a pre-constructed paragraph the student must be given 3 opportunities to choose the appropriate spelling.)

7th grade - Writing Alternate Formative Assessment – Lesson Plan 1

Step 9: As a class, write the paragraph in final form displaying indentation. Teacher can demonstrate what a finished paragraph would look like.

Step 10: Reread the paragraph for revisions. Complete the attached proof reading checklist.




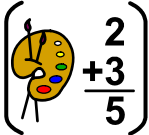
Independent/Guided Practice (Least Intrusive Prompting):

Independent/Guided Practice (Least Intrusive Prompting):




- * Give students a blank graphic organizer
- * Ask students to complete the graphic organizer
 - i) Start with giving students the graphic organizer and let them fill it out independently, wait 5 seconds and if no response direct students to the topic box.
 - ii) Prompt student to continue by completing detail boxes, wait 5 seconds if no response to complete first detail.
 - iii) Repeat above step until the graphic organizer is complete.
- * Ask students to use the graphic organizer to develop a paragraph.
 - 1) Give directions to start writing the paragraph, wait 5 seconds and if no response direct students to the topic box and brainstorm writing the main idea sentence.
 - 2) Prompt students to continue by writing a sentence for each of the detail boxes, wait 5 seconds if no response complete first detail.

Ideas of different writing prompts

Tell about some things you like to do when it snows.
Express how you feel when you must see a doctor.
Write about your favorite sport.
Write about a restaurant you like to visit.
Relate some things you like to do with your best friend.
Tell about your favorite ride at an amusement park.
Tell about one place where you have a lot of fun.
Tell what you think is the worst kind of pollution.



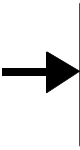
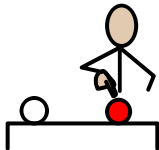
   

In school my favorite subject is _____.

My teacher for _____ is

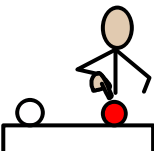



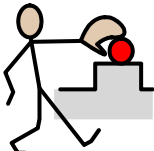
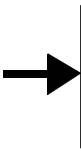
_____.

 I  go  to  this

class in the _____.

 I  like

 this  class  because  I  get  to

_____ is

_____.

Word Bank



Computer class

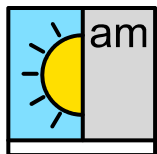


Pizza



Teacher

Airplane



Morning



Car



computer room



bat



type

red



exciting



play



I



go to _____.



It is



in

_____.



I

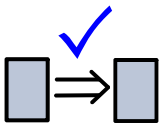


go to



school from

_____ to _____. The



reason

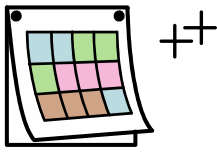


go to

is because



I am




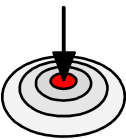
years



old.




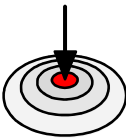
I



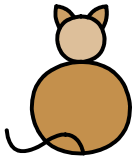
middle school.

Word Bank

Custer



Middle School



cat

Custer, SD



boat

August



dinosaur

May



sucker



I



mountain

12

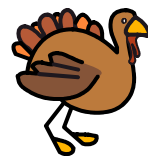
12



pie



like



turkey

Example Complete

I go to Custer Middle School. It is in Custer,

SD. I go to school from August to May. The

reason I go to Custer Middle School is because

I am 12 years old. I like middle school.

7th grade - Writing Alternate Formative Assessment – Lesson Plan 2

Title: Writing about your school (Word Choice and Voice)

Grade Level: 7th grade

Time: 1 to 2 days

Materials:

- Previous writing samples,
- Who, What, When, Where Map
- Proof Reading Checklist

Extended Content Standards:

7A.W. 1.1 Students can compose expository and persuasive text

7 A.W. 1.2 Students can determine word choice in writing

7A.W. 1.3 Students can choose language and style for writing

7 A.W. 1.4 Students can summarize information from one reference to compose text

Attention Getter:

Use previous writing samples and let students talk about their previous writing. This is a good opportunity to review past work and remind kids what they have done. “Now we are going to complete the final steps to writing a perfect paragraph! We are going to do some editing.”

Discussion:

“Remember an expository paragraph has information so the person reading it can learn more about what you are writing. When you are writing about school we want people that have never seen or been to our school before to be able to picture what you are writing about. During this lesson we are going to focus on word choice and sentence fluency to make sure the reader is engaged and has insight to your writing.

Model :

Step 1 – “Earlier we completed these graphic organizers to brainstorm ideas and organize our thoughts? We had to identify our main idea and fill in each of the details so we would have information on what to write. Today we are going to make our sentences even better!”

Step 2 – “With our graphic organizers we were able to write a paragraph! Last time we worked on fixing any mistakes in capitalization, punctuation, and spelling. Here are the examples of our paragraphs we wrote the last time.” Peer share paragraphs.

Step 3 – Remind students that sentence beginnings should not always be the same, for example “I like” . Using a sample paragraph circle or highlight repeated words. Model of this process – “What are some ways to talk about art class without starting the sentence with an “I” or “my”?” Model one or two ways and encourage students to answer.

Examples:

*Art is fun because I get to work with clay.

*Mr. _____ is my favorite teacher because he makes me laugh.

*Reading class is my favorite class because I like to read books.

- Students can write varied sentences independently.

7th grade - Writing Alternate Formative Assessment – Lesson Plan 2

- Students can choose from word banks or picture symbols to produce varied sentence.
- Students can use a push button or eye gaze to select an appropriate choice.

Step 4- Have students write a few sentences that are enhanced from their original project (as above.)

- Students write new sentences independently.
- Students write sentences with assistance (can verbally say what they would like to write but need assistance with spelling etc...
- Students choose between two choices (pre-made sentences).
- Students choose between two pictures.
- Students choose a choice by eye gaze
- Students can use a pre-constructed paragraph and complete with a word bank or picture choices.

Step 5 – “When the writer uses the same words too many times, the reader might begin to get bored reading the paragraph. Look at the sentence, “The teacher is nice.” What other words can be used for *is* and *nice*?” Brainstorm a list of words as a class, look in a thesaurus, or provide samples.

Step 6- Now each student will look at their original paragraph and find words that can be made better or change words that are used too often.

- Students can change words as needed independently.
- Students can change words with assistance. They can verbally say what they would like to write but need assistance writing.
- Students choose between two choices (pre-made sentences) and fill in the blanks on a pre-constructed paragraph.
- Students choose between two pictures and fill in the blanks on a pre-constructed paragraph.
- Students choose a choice by eye gaze and fill in the blanks on a pre-constructed paragraph. If the student is working with a pre-constructed paragraph they must be given the opportunity to make three decisions relating to word choice.

Step 7 – Reread the paragraph for revisions. Model your paragraph revisions for the class. Teacher models behavior and students will observe.

7th grade - Writing Alternate Formative Assessment – Lesson Plan 2

Independent/Guided Practice (Least Intrusive Prompting)

Step 1- Give students a blank graphic organizer

Step 2 - Ask students to complete the graphic organizer

- Start with giving students the graphic organizer and let them fill it out independently, wait 5 seconds and if no response direct students to the topic box.
- Prompt student to continue by completing detail boxes, wait 5 seconds if no response to complete first detail.
- Repeat above step until the graphic organizer is complete.

Step 3- Ask students to use the graphic organizer to develop a paragraph.

- Give directions to start writing the paragraph, wait 5 seconds and if no response direct students to the topic box and brainstorm writing the main idea sentence.
- Prompt students to continue writing a sentence for each of the detail boxes, wait 5 seconds if no responses complete first detail.
- Repeat above steps until graphic organizer is complete.

Step 4- Ask students to begin writing their paragraph.

Step 5- Once the paragraph is finished, instruct students use the proof reading checklist. Check for word choice and voice.

- Student independently revises paragraph.
- Student needs verbal prompt.
- Student needs highlighted or marked changes.
- Student needs picture symbol of changes.
- Student needs to eye gaze to choice.

Ideas of different writing prompts

Tell about some things you like to do when it snows.

Express how you feel when you must see a doctor.

Write about your favorite sport.

Write about a restaurant you like to visit.

Relate some things you like to do with your best friend.

Tell about your favorite ride at an amusement park.

Tell about one place where you have a lot of fun.

Tell what you think is the worst kind of pollution.

Ideas for generalization of new vocabulary

Continue to use same vocabulary in other subjects when writing paragraphs.

Topic Sentence

Detail Sentence

Main Idea

Paragraph

Punctuation

Organization

Ideas

7th grade - Writing Alternate Formative Assessment

Title: Writing an Expository Paragraph

Grade Level: 7th

Time: Based on student need

Materials: • Who, What, When, Where, Why Map

- Paper and pencil
- Word bank
- Picture choices
- Paragraph starter
- Proofing checklist.

Extended Content Standards:

7A.W. 1.1 Students can compose expository and persuasive text

7 A.W. 1.2 Students can determine word choice in writing

7A.W. 1.3 Students can choose language and style for writing

7 A.W. 1.4 Students can summarize information from one reference to compose text

7 A.W. 2.2 Students can compose a sentence using at least on adjective

Attention Getter:

“Remember when we wrote about our school? What are some of the steps we used to write our great paragraph?” (E.g., Graphic organizer wrote sentence for each idea, wrote numbers to sequence our sentences, looked for repetitive writing, and checked our spelling, punctuation and capitalization.)

Discussion:

“Today, you are going to write an expository paragraph about your favorite thing to do in your community that shows me how much you have learned about writing. Don’t forget to use all of the steps we just talked about.”

Independent Practice: (Remember this is the assessment that will provide data to make a formative evaluation of the student current level of performance, do NOT prompt students to the correct answer. It may be appropriate to give directions throughout assessment . e.g., Fill in the next box of the graphic organizer, here are your choices).

- 1) The first step to writing our great paragraph is to complete the graphic organizer. This will help us brainstorm ideas and get organized.
 - 2) Have students fill out graphic organizer. (Use the same level of support used during teaching activities)
 - i) Start with giving students the graphic organizer and let them fill it out independently, wait 5 seconds and if no response direct students to the topic box.
 - ii) Prompt student to continue by completing detail boxes, wait 5 seconds if no response to complete first detail.
 - iii) Repeat above step until the graphic organizer is complete.
- A) After organizer is completed (this may be a different block of time/day depending on the needs of the student.) “Use the information in your graphic organizer to write an expository paragraph on your favorite things to do in the community. After 5 second wait time if student does not respond, prompt with discussion on how to use the graphic organizer to write a paragraph. Each box can be made into a sentence to create a paragraph about the desired topic. (Use the middle circle to create the topic sentence.)
- B) Using a pre-constructed paragraph, students can complete sentences by using a work bank.
- C) Using pre-constructed paragraph students can choose between 2 words.

7th grade - Writing Alternate Formative Assessment

- D) Student uses a switch to decided desired item
- E) Student uses eye gaze or responds to yes/no questions about desired items.
- 3) Use the rest of the boxes to write detail sentences about the topic.
- 4) Have students sequence their sentences and put into paragraph form.
- 5) Finally reread your paragraph. Does it need any revisions? Any words that could be added or changed? Any periods or capital letters needed? Use the Proofing Checklist.

* generalization of objectives embedded

Ideas of different writing prompts

Tell about some things you like to do when it snows.
Express how you feel when you must see a doctor.
Write about your favorite sport.
Write about a restaurant you like to visit.
Relate some things you like to do with your best friend.
Tell about your favorite ride at an amusement park.
Tell about one place where you have a lot of fun.
Tell what you think is the worst kind of pollution.

Ideas for generalization of new vocabulary

Continue to use same vocabulary in other subjects when writing paragraphs.
Topic Sentence
Detail Sentence
Main Idea
Paragraph
Punctuation

7th grade - Writing Alternate Formative Assessment - Scoring Rubric

Student:

Assessor:

Date:

Session: 1 2

Response Mode: A B C D E F G H I

Topic: Descriptive Text

*Student needs to complete all skills within a level to score at that current level.

1. Ideas:

Comments:	0 pts	1 pt	2 pts	3 pts
	Not able to fill in the main idea box with correct answer and 0/3 boxes contain ideas that relate to the topic.	Using the Graphic Organizer is able to fill in the main idea box and 1/3 boxes contain ideas that relate to the topic.	Using the graphic organizer 2/3 of the boxes contain ideas that relate to the topic.	All of the boxes contain ideas that relate to the topic.

SCORE:

2. Organization

Comments:	0 pts	1 pt	2 pts	3 pts
	The paragraph does not have a beginning or end. There is no continuity in writing.	Beginning does not relate to the topic. Ideas are scattered all over the place. 1/3 of the ideas in the graphic organizer are included in the writing.	Has a beginning that relates to the topic. Can follow story; however, sometimes confusing. 2/3 of the ideas in the graphic organizer are included in the writing.	Beginning introduces the topic in a clear way. Details are in the right places and readers are left with a clear picture. All of the details in the graphic organizer are included in the writing.

SCORE:

3. Conventions

Comments:	0 pts	1 pt	2 pts	3 pts
	0/3 of the correct ending punctuation and capitalization tasks are complete and correct.	1/3 of the correct ending punctuation and capitalization tasks are completed and correct.	2/3 of the correct ending punctuation and capitalization are completed and correct.	All sentences have correct ending punctuation. All words are correctly capitalized.

SCORE:

7th grade - Writing Alternate Formative Assessment - Scoring Rubric

4. Sentence Fluency

Comments:	0 pts	1 pt	2 pts	3 pts
	No simple sentences are constructed.	Simple sentences are constructed.	1) Sentence beginnings somewhat varied (i.e sentences do not all start I like... etc) 2) Sentence flow may be choppy or repetitive but still has meaning. 3) Sentences may still have minor awkward construction.	1) Smooth transition between sentences (good flow). 2) Varied lengths and structure of sentences.

SCORE:

5. Word Choice

Comments:	0 pts	1 pt	2 pts	3 pts
	Words are used incorrectly and language is vague in most of paragraph	Words are functional and adequate in at least 1/3 of the paragraph.	Words are functional and adequate in at least 2/3 of the paragraph	All words of the paragraph convey intended message with a variety of word choices.

SCORE:

6. Voice

Comments:	0 pts	1 pt	2 pts	3 pts
	Student does not convey ideas in writing. No feeling evident in writing.	Voice is unclear. Expressing thought about topic, but no feeling evident in writing.	Strong idea developing with some feeling expressed.	Convey strong idea and feelings to reader.

SCORE:

**All scores need to be entered online by May 15 at: <http://tinyurl.com/sd-writing-alt>

**Adapt the checklist to use only the focus areas covered during the instructional lesson.

Proofreading Checklist

Ideas

- _____ Does my paper stay on topic?
- _____ Did I tell the reader enough details to understand?

Organization

- _____ Does my paper have a topic sentence?
- _____ Did I write details to support the topic sentence?
- _____ Does my paper have an ending sentence that tells about the main idea?

Voice

- _____ Does this writing sound like me?
- _____ Did I say what I think and feel?
- _____ Will my reader be interested?

Word Choice

- _____ Did I try not to repeat words too many times?
- _____ Do my words make the paragraph interesting?

Sentence Fluency

- _____ Have I reread my paragraph to make sure it makes sense?
- _____ Do my sentences begin different ways?

Conventions

- _____ Did I indent my paragraph?
- _____ Did I spell the words correct?
- _____ Are names of people and important places capitalized?
- _____ Is there punctuation at the end of each sentence?
